

Class Teacher Maternity Cover

Dymchurch Primary School, New Hall Close,
Dymchurch, Kent TN29 0LE

INFORMATION



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Dear Applicant

Thank you for expressing an interest in joining us at Dymchurch Primary School.

I hope this pack will give you a flavour of what it is like to be part of our successful and supportive school. We would welcome your request to come and visit us during the school day to see for yourself why we are so proud of our pupils and staff who make up our school community.

Dymchurch Primary School is a hardworking and fun school community which has every child's development at its heart. We have around 170 children on roll, divided into 7 classes and our staff lead by example and work hard to ensure that our pupils and colleagues feel happy, valued and supported. We are proud to be part of Our Community Multi Academy Trust, a group of ten schools under the leadership and guidance of Chief Executive Officer, Mr David Whitehead.

All new colleagues at Dymchurch Primary School are made to feel welcome and professional development of staff across our Multi Academy Trust is one of our top priorities.

If you would like to find out more about our school, please visit our website: www.Dymchurch.kent.sch.uk or contact the office: office@dymchurch.kent.sch.uk (t: 01303 872377).

Please do not hesitate to contact us if you have any questions or would like to know more about the role.

Yours faithfully

Mr Iain Rudgyard
Headteacher

Job Title: Class Teacher (maternity cover)

Grade: MPS

Reporting to: Line Manager

JOB DESCRIPTION



JOB PURPOSE AND RESPONSIBILITIES:

The education and welfare of a designated class of pupils in accordance with the requirements of the Teachers Pay and Conditions Document, having due regard to the aims, values and ethos of the school, its aims and objectives in relation to the delivery of the National Curriculum and associated assessment and record keeping, and any policies of the LA and Governing Body.

Purpose of the Job:

To facilitate and encourage learning which enables pupils to achieve high standards; to share and support the corporate responsibility for the wellbeing, education and discipline of all pupils. To have an understanding of and adhere to the School Vision and Values.

KEY DUTIES AND RESPONSIBILITIES

Professional duties / responsibilities

- To inspire pupils, promoting a positive, stimulating approach to learning
- To lead by example, providing a good professional model as a classroom practitioner
- To communicate high expectations and ambition to children in their work and attitude
- To maintain good order and discipline amongst pupils, in accordance with the school's behaviour and anti-bullying policy
- To plan, prepare and implement an appropriate programme of work for the children which:
 - takes account of individual needs through scaffolding and encourages children to be confident, independent, lifelong learners
 - promotes their social, moral, spiritual and cultural development
 - fulfils the National Curriculum
 - is in line with school policies
- To assess and evaluate children's work so that it informs future planning and makes their next steps in learning clear
- To contribute positively to a whole school ethos of improvement and challenge
- To set annual targets for pupils in maths, reading and writing and to track their progress towards them, participating in termly pupil progress meetings and addressing areas for development
- To ensure that all the children within the class have equal access to the experiences and opportunities provided
- To have pastoral care of the teaching group, within the school ethos, by:
 - being a good role model for the children in all personal qualities
 - fostering the positive self-image of each child through praise and encouragement
 - respecting each child and ensuring that the children know they are valued
- To take an active part in meetings/working groups relevant to the age range that you are teaching
- To keep parents of the children within a group or class informed of their child's needs and progress within both the formal structure of the school's reporting format and informally when required
- To take every reasonable step to ensure the safety of the children, especially in activities such as PE, educational visits and practical activities and to report any health and safety issues or concern to the Headteacher or the Health and Safety representative
- To alert the Child Protection Co-ordinator to any cause for concern and use the expertise of senior and other colleagues for professional advice and support
- To continue personal and professional development and provide feedback to colleagues
- To actively promote and implement whole school policies and to support initiatives decided by the Headteacher and staff

Job Title: Class Teacher (maternity cover)
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JOB DESCRIPTION



SUBJECT LEADER

Job purpose

- To monitor the quality of pupil learning and achievement in the subject and provide a bi-annual progress report/update to the Leadership Team
- To plan appropriate improvement strategies based on accurate monitoring and evaluation of provision, addressing both subject and whole school priorities
- To organise and manage moderation exercises
- To maintain a portfolio of examples of pupils' learning
- To facilitate the writing/review of an appropriate school policy for the subject, monitoring and evaluating the implementation of the policy and reviewing it in line with changed circumstances
- To ensure National Curriculum coverage by promoting an appropriate long-term plan for each year group
- To review year group schemes of work and curriculum maps to ensure that coverage is maintained and that adequate time is assigned to the subject
- To ensure that assessment is being carried out according to the school's agreed timetable and that outcomes are being used to inform future planning
- To maintain an up-to-date knowledge of local and national initiatives, by attending Trust subject leader meetings and engaging in relevant CDP
- To support, motivate and advise staff in the development of their subject knowledge and teaching skills
- To provide parental interest and understanding of the use of the subject across the curriculum
- Be responsible for the budget allocated to the subject area, and prioritise resource needs

In addition the postholder:

- should be aware of any new legislation that affects the school during the year.
- will take an active part in the annual Appraisal Cycle

Responsibilities

- It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.
- Each holder of a post of responsibility should ensure by consultation that his or her area of responsibility receives adequate consideration in the course of the year.

This job description will be reviewed during each Performance Management review or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Our Community Multi Academy Trust is committed to safeguarding and promoting the welfare of children. **This role is subject to an enhanced DBS check.**

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

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Grade: MPS

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PERSON SPECIFICATION



Teacher

Applicants should describe in their application how they meet these criteria.

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Experience	<ul style="list-style-type: none">To have experience in reception and the continuity and progression of the curriculum throughout the primary phase.To have knowledge of and belief in inclusive practice providing maximum opportunity for all pupils to make good progress.To have experience of working effectively as part of a team.
Education and training	<ul style="list-style-type: none">Qualified Teacher Status.A commitment to continuing professional development.Recent experience of using ICT to support learning.
Aptitudes	<p>To have the ability to:</p> <ul style="list-style-type: none">Communicate effectively with adults and children.Teach a broad and balanced, differentiated curriculum that meets the needs of all children.Use a wide range of resources in order to plan an innovative curriculum.Potential to lead the development of a curriculum area throughout the school.
Personal qualities	<ul style="list-style-type: none">To be passionate about learning and teaching reception children.To be open to new initiatives.To enjoy working with primary age children to enable them to develop independence and experience success at their own level.To have interesting and creative ideas for child-initiated activitiesTo have a commitment to raising standards.To have high expectations of behaviour and achievement.To maintain a calm and positive attitude when working under pressure.To be approachable.To be flexible in order to adapt to unexpected changes.To maintain confidentiality at all times.To be supportive of the aims of the school.To demonstrate a positive, professional manner.To adopt a sensible and appropriate work/life balance.

OCMAT OVERVIEW

We believe that every part of the body is valuable and integral to the whole (1 Corinthians 12: 14-16). Therefore, we will create a community of schools that, whilst being diverse and unique in their own context, will ensure every child receives the highest quality educational experiences and pastoral support. At the heart of our Trust's vision is a belief in educational excellence, the belief that Our Community Multi Academy Trust is called to serve pupils, staff, families, and the local community by providing places where children develop and thrive academically, socially, culturally, and spiritually in the safest environments possible.

Our Community Multi Academy Trust is committed to sustaining high quality schools. Our focus is to maintain a self-sustaining school improvement model that draws on a wealth of practice and expertise across the Trust facilitated by experienced school improvement leads. Pedagogical excellence is at the heart of our improvement model with a sustained focus on collaborative and mastery learning.

We will maintain and strengthen a shared culture which requires every member of our community, whatever their role, staff or pupil, governor, or parent, to take responsibility for their position and be accountable for what they achieve. We will be driven by a desire to make a positive impact on the lives of all children. This shared community culture will respect, uphold, and complement each school's distinctive ethos and character.

Belonging to Our Community Multi-Academy Trust offers greater opportunities for influence than single schools can achieve. Working together the Trust aims to be greater than the sum of its constituent schools. At the same time, we recognise the unique character of each of our schools and the important role they play with their local community. We will work tirelessly to maintain each school's status within their locality and strengthen their character and reputation.



THE COMPASSIONATE LEADER

- Will show empathy with children, staff and families through their leadership behaviours
- Will act with fairness and consistency at all times
- Will give credit where it is due and show appreciation for the efforts of every member of staff
- Will not be afraid to make mistakes and will show their own vulnerabilities
- Will go above and beyond to recruit and retain good staff
- Will be unconditionally inclusive
- Will have courageous conversations
- Will be reflective on their own professional practice and be receptive to advice offered



THE COLLABORATIVE LEADER

- Will articulate a clear vision for their school which is understood and acted upon by all staff, pupils and families
- Will engage in and promote all Trust wide activities – working in a positive partnership with all Trust staff
- Will unconditionally work with other professionals both within and outside of the Trust for the greater good of our children
- Will display commitment to their staff and school priorities, resulting in high staff morale
- Will motivate their staff with passion, enthusiasm and inspiration making staff feel valued for their contribution to the school and the Trust



THE COMMUNITY LEADER

- Will be highly visible within their own school setting and the local community
- Will be accountable for their actions and decisions
- Will act with integrity, drawing on their values to guide their decisions
- Will empower and enable staff by leading by example
- Will positively promote the Trust and school at all times

OUR SCHOOLS

Primary

Borden Church of England Primary School, ME9 8JS

Bredgar Church of England Primary School, ME9 8HB

Dymchurch Primary School, TN29 0LE

Lydd Primary School, TN29 9HW

Lynsted & Norton Primary School, ME9 0RL

Milstead & Frinsted Church of England Primary School, ME9 0SJ

Minterne Junior School, ME10 1SB

Petham Primary School, CT4 5RD

Selling Church of England Primary School, ME13 9RQ

The Oaks Infant School, ME10 1GL

TRUST CENTRAL TEAM

Central Support Team

(based at Lynsted & Norton Primary School)

Human Resources Team

Finance Team

Business Support & Management Information Team

ICT Support

Trust Executive Team - School Improvement

Inclusion Executive Officer

Standards Executive Officer

EYFS Executive Officer

The Application Process

Applications will only be accepted from candidates who complete our application form. Application forms can be found on the Kent-Teach website. Alternatively, please contact trusthr@ocmat.org.uk for a paper application form.

The Shortlisting and Interview Process

After the closing date for this post, a panel will conduct a shortlisting process. You will be selected for interview based entirely on the contents of your application form and we therefore suggest you read the Job Description and Person Specification fully prior to completing your application.

Candidates selected for interview will be informed.

All candidates who are invited to interview must bring the following original documents:

- Documents to evidence right to work in the UK
- Visual identification which includes a photograph (driving licence or passport)
- Documentary proof of current name and address
- Where appropriate, documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check and appropriate checks that may be required if you have worked or been resident overseas in the past five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held an employed teaching role

Safeguarding

OCMAT has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of Information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system six months from the date of interview or submission date of application if not successful for interview, in accordance with our retention or records procedure.

Please visit the OCMAT website for all Trust Policies.

www.ocmat.org.uk

Mr David Whitehead, CEO, Our Community Multi Academy Trust

OUR COMMUNITY MULTI ACADEMY TRUST
C/O LYNSTED & NORTON PRIMARY SCHOOL
LYNSTED LANE
SITTINGBOURNE
KENT
ME9 0RL

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